

**MINUTES OF THE PATERSON BOARD OF EDUCATION
SPECIAL MEETING**

August 6, 2013 – 6:40 p.m.
Administrative Offices

Presiding: Comm. Chrystal Cleaves, Vice President

Present:

Dr. Donnie Evans, State District Superintendent
Ms. Eileen Shafer, Deputy Superintendent
Lisa Pollak, Esq., General Counsel

*Comm. Jonathan Hodges
Comm. Errol Kerr
Comm. Manuel Martinez

Comm. Kenneth Simmons
Comm. Corey Teague
*Comm. Christopher Irving, President

Absent:

Comm. Wendy Guzman
Comm. Alex Mendez

The Salute to the Flag was led by Comm. Cleaves.

Comm. Martinez read the Open Public Meetings Act:

The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.

In accordance with the provisions of this law, the Paterson Public School District has caused notice of this meeting:

**Special Meeting
August 6, 2013 at 6:30 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

PRESENTATION BY DAVID SCIARRA, ESQ.

Mr. David Sciarra: It's good to be here with the Board. I'm going to give a brief presentation. I was asked to come. I know there are some new Board members. I'm the Executive Director of the Education Law Center in Newark. I think as many of you know we have over the years through the Abbott vs. Burke litigation and through other efforts advocated on behalf of school children here in Paterson for fair funding,

approved access to preschool, facilities, and so forth. I think some of the Board members are familiar with our work. Some of you may not be. I was asked to come and basically talk about a couple of issues and take any questions if you have them. The one thing I do want to mention is that we have a responsibility at the Law Center to represent the interests of Paterson school children in terms of their constitutional entitlements to fair funding, preschool, and other resources that have been established through the Abbott rulings. We continue to do that, not just here in Paterson, but also in the 30 other former Abbott districts, including Newark, Jersey City, and Passaic. So we have a special responsibility to Paterson and the school children of Paterson to make sure that they're getting the resources that they need for high quality education. I want to talk about a couple of things quickly. One is the state of school funding in the district under the new formula. I'd like to talk a little bit about preschool and some challenges around early education and school facilities, and I might make a little bit of mention about a recent decision involving the QSAC monitoring in Newark that may have some effect and that the Board should know a little bit about. How does that sound? The first thing is on funding. I think you all need to know that school funding now is governed under the statewide school formula called the School Funding Reform Act. It was adopted in 2008. It swept away the previous funding we used to have under Abbott. Some of you may remember. Some of you veterans here and some of you in the audience may remember. We used to have parity funding and supplemental funding. Now we have funding through the School Funding Reform Act which applies to all districts. All districts are funded the same in terms of the amount of money, the cost of education, so forth and so on. The thing to know about Paterson is that when the formula came in your funding was pretty close to what the formula determined was adequate or what we call the adequacy budget. The big problem we've had, and this is where we can use the district's help, the parents, and all the folks in this room, is that Governor Christie has essentially frozen state aid. He reduced state aid. We went to court and got it back, as some of you know, in 2011. That restored some of the funding, and you can see that in the charts that are before you, but for the last couple of years funding has been essentially flat and the increases that are required under the formula have not been provided. So that's going to be a challenge obviously depending on what happens with the election. We've been trying to get the legislature to put more money into the formula. It's underfunded. It's particularly underfunded, not just for this district, but for a lot of the districts like Clifton that was not part of the Abbott group. So, one of the challenges that you all are going to face in the next couple of years is to make sure that we can get the legislature to fully fund the formula. I've given you some data here on that. You are under what we call under-adequacy. You haven't reached the level of funding that the formula says that you're to be at. That's in that bottom right-hand corner of this chart. One of the things I do want to point out, though, is that even in the absence of additional state aid through the formula Paterson's local levy, which is the amount of money that's raised off the local property tax for the schools, is below the local fair share, which is the amount of money the state says you can raise off the property tax. That's in the bottom chart. So one of the things I would urge the district to be doing is talking to the Mayor and City Council about bumping up over time the amount of property tax coming into the school district through local levy, increasing it, because you are below what the state says you should be. So one of the things you all need to be talking to your City Council people, your parents, and your community about is that there's still some room where the local community has the fiscal capacity to come up with some additional dollars. Obviously those can be small increases and over time, but it's important to get on a trajectory so you can get up to that local fair share level of about \$79 million. You're below that now. That might give the district a little more money to deal with cost of living increases and other adjustments you need to make as you go forward, particularly in the absence of if we get another four years of the current administration it's unlikely that we're going to see any state aid increases or it's going to

be very difficult to do that. That's one place where you might want to look for money. The second thing I want to talk about is preschool. All Paterson school children three and four-year-olds who reside in the community regardless of household income are entitled to attend your preschool program. That program is full day, full year, with certified teachers. It's a mixed delivery system. The bulk of your kids are in private providers in HeadStart under contract with the district. The point I want to make here is that we estimate you have about 1,000 children who live in Paterson and are not in the preschool program. So one of the things I would urge the Board to consider as an item going forward is how can we do aggressive outreach and recruitment to make sure that every family in the city knows that if they have a three and four-year-old child they're entitled to enroll, and secondly that the district prepare itself in its' preschool budget with the state to ask for the additional funding, additional space, and other resources necessary. Your preschool program is fully funded by the state. There's no local share. It's all state aid and the state is obligated to increase it if there's an increased demand. I think I don't have to tell you all one of the things we know from the research, and now President Obama's recent announcement about preschool education confirms this, is that the best thing we can do for kids in terms of educational success is to get them into preschool programs. We have the best preschool program in the United States in your district and the other 30 districts. It's of the highest quality and it's one of the best. So one of the challenges in your district, and this is true for some of the other former Abbott districts, is to get that outreach and recruitment out there, make sure that every caretaker of a three and four-year-old in the city knows about the program and is encouraged to enroll. It's probably going to mean you're going to need more money. You may even need more facilities. So you're going to have to gear up and make that presentation to the state. If you have any problems with the state, let us know. We're there to back you up to make sure that the state comes through and fulfills their responsibility to provide whatever additional funding the district may need. The third thing I want to mention is facilities. We have a unique situation. We're again under Abbott and the state is obligated to fully fund all the facilities improvements. We have had a tremendous problem since Governor Christie came in and stopped the program. You all know that. Projects that were ready to go, shovel-ready, and money that was spent on them are still sitting there. Some talk lately of starting to move those projects forward, but I would say the SDA has been masterful at delay. They issue press releases all the time talking about advancing things and have probably had meetings here with you and your facilities people time and time again and nothing gets done. So one of the things I think is important for you as a Board to do is to remember the state is constitutionally obligated to fix those and under court order to repair those buildings, building the new schools, and so forth. I recognize that it's a challenge to get the state to do that under the current circumstances, and we're doing that every day on behalf of the kids, not just in this community, but in communities around the state to press the SDA. Frankly, we need your help to do that. So whatever assistance the district can provide in order to get some of these projects moving is critical. It's very important that these unsafe, unhealthy, inadequate, unfit learning environments that we have are remediated, particularly given that the state is on the hook. There's no local match. It's not like you can go to bond and ask the local homeowners to up their property tax in order to pay for it.

*Comm. Hodges enters the meeting at 6:45 p.m.

*Comm. Irving enters the meeting at 6:45 p.m.

Mr. Sciarra: The state is responsible and the state has the money. They have \$4 billion sitting there unused that can be used to do a lot of these projects in Paterson and the other districts. So I'd like to hopefully start a conversation with you, the staff here, the

Superintendent, and others about how we get these projects moving, how we get deadlines set, and how we get those projects under way. I wanted to bring that to your attention. The last I want to say is about QSAC and the requirements for QSAC review. I'm going to speak generally about the issues of withdrawal of state operation from the district. You should all be aware that there was a decision by the appellate court in a case involving Newark – it did not involve Paterson – upholding the Commissioner's decision to not withdraw from Newark on the grounds that some of the scores have gone up and down over time. There wasn't a consistent score over 80. So the only thing I want to say about this is that it's very important. The second thing I want to say is that we have new QSAC indicators that have come in about a year ago. They're much more fair, not just to Paterson, but they apply to all school districts across the state. They're more fair in that there are less indicators and the way they are scored is a much fairer way than it used to be. That's an important development that you all need to be aware of. The only thing I would say is that it's very important that the district stay on track and do the best job it can to get those scores up over 80. If you're over 80, stay over 80. I understand that in governance your recent report was that you were over 80 again. So it's really important given what the courts have said now about the QSAC statute and the way it's going to be interpreted that in order for the community to have a fair shot at having the state withdraw from various areas of QSAC monitoring that the scores get up over 80. That's something that you just have to be aware of, work on, make sure you're dotting your I's and crossing your T's, organized and unified around that so you make the strongest case you can in terms of the scoring. Try to get those scores up to 80 and keep them over 80 for at least a reasonable period of time. That strengthens your argument that it's time for the state to work with you collaboratively to allow the Board to assume responsibility over one or more areas of QSAC monitoring. That's all I want to say about that. That's a general comment. It's not about any specific litigation, but it is a development in the case of Newark that does have an effect. If anybody is interested in that decision you can get it on our website. It's posted on our website, which is www.edlawcenter.org. Many of you get our mailings anyway. You just go to our website and you can download that opinion. I think every member of this Board and staff really needs to read that so you get the latest on what the QSAC requirements are and how the courts are interpreting those requirements. I'll stop there and if there are any questions, I'd be happy to take them. I want to thank you all for having me tonight.

Comm. Irving: Thank you, Mr. Sciarra. We appreciate it. I want to give the opportunity to the Board members to ask any questions or engage in discussion around some of the important topics that Mr. Sciarra has discussed.

Comm. Kerr: I just want to make one comment. Mr. Sciarra, do you know the average property tax that we pay in Paterson?

Mr. Sciarra: Yes. I'm aware that your tax rate is high. Your overall equalized tax rate is high. I'm just simply making the point that under the state's calculation, not mine, of what the local capacity is to support the public schools, there's still some room. By the way, a number of Abbott districts that have higher tax rates like this one have stepped up a little bit and recognized they have to put a little bit in. So it's important that you have that conversation. I'm not telling you how it's all going to play out. But I just think it's important that you understand that under the formula the calculation that the state makes based on property wealth and household income in terms of what the local fiscal capacity is to support public education in this community there's still some room to go. Part of the mix in the discussion about how we get some more resources in to deal with the situation that you face ought to include that conversation. Obviously, that's going to

be a broader community conversation with City Council, the Mayor, and the community. That's all I will say about that.

Comm. Kerr: I think we have to look at the median income of the city in all this calculation, what you're paying now for property taxes, and how it would impact families before we even consider that.

Mr. Sciarra: Let me make this point and then I'll stop on this. This points up why we have to have very strong advocacy in this community by the public school community. That includes Board members, City Council, Mayor, and all the people in this room to do everything that we can to make sure that the state gets the funding formula back on track. There are close to \$3 billion statewide now of underfunding of state aid. You're entitled to additional state aid. So the issue is making sure that the state lives up to its obligations under the formula in Paterson, Passaic, Clifton and these other communities. Remember, under the formula it's not the old Abbott vs. non-Abbott. There are a lot of districts in Passaic County that are under-adequacy and underfunded because of the lack of state aid. So the other issue here that you're raising is we have to get much more organized because I'm going to be very honest. We're facing an administration that for four years has tried to cut funding. We had to go back to the court to get it put back in for you and for your kids, which we did in 2011. Since then it has been flat-funded. So there's got to be a serious effort in making sure that the additional state aid increases that the district is entitled to come into your budget so that you have some room to work with in order to prevent cuts.

Comm. Kerr: All I want to say is that in all fairness we can't lay this at Christie's feet. Abbott was destroyed by Jon Corzine. He was the Governor who literally destroyed Abbott. So we can't just throw it at Christie.

Comm. Irving: Folks, we are not here to debate. The point Comm. Kerr is making is very true. Everyone shares the blame for where we are, not just one person.

Mr. Sciarra: You raise a good point. We fought the formula when it came in. I hear you. Here's the reality, though. That's water under the dam now. We now have a school funding formula that was approved by the court. It went to the court and the court approved it, like it or not. So the question is where do we go from here under the formula? My only point is that we have to make sure that the current administration and the legislature, democrats and republicans, hear it loud and clear from the folks in this community that the increase in state aid that you're entitled to has to be appropriated in the next budget. We've been working hard in Trenton to do that. We frankly need more help from the grassroots here in Paterson to get that done. That's my only point.

Comm. Irving: Dr. Hodges, I'm going to ask you to wait until there's order in the house. Folks, I'm sure Comm. Cleaves shared this – I am a huge fan of respecting folks when they come to meetings, but I think that respect is a two-way street. I know many of you have things you want to share and we want to hear you and we need to hear you, but we still have to do our job here as well and that can only happen if we're able to have this discourse in an appropriate fashion. So I'm going to ask that Comm. Hodges continue and that we all be mindful of that together as one community.

Comm. Hodges: Mr. Sciarra, I'm not going to belabor the point. I'm sure that you understand this community struggles with transition aid, getting money from the state just to close its own budget and to go back after a 29% increase in taxes, they know where we live. So, enough said. The issue around the construction is a significant one. I'd like to know what we can do additionally to assist you and certainly assist ourselves

in pressuring the SDA. As you know, we've gone down to their board meetings on a regular basis and yelled and screamed, and they obviously have paid no attention to that.

Mr. Sciarra: That's a really good question. One thing I would say too in terms of the city when we talk about local levy and property taxes is that we frankly need to do a lot more education in our communities with the Mayor and City Council about the importance of two programs under Abbott that still exist that were not affected by the formula. One is facilities construction and the other is preschool. Here's why – the state fully funds these. These are infrastructure improvements that the state has to fund that don't come off the local property tax. They have enormous benefit, not just to the kids, but to the entire community. They create jobs. They create good wage jobs and opportunities. I could go on and on. The facilities piece is part of that. The Governor shut down the construction program when he came in and then he restarted it and it really hasn't gone anywhere. You all have been down to the SDA. There have been all kinds of efforts to try to get them to move. I think we've got to do a much more serious level of advocacy to get these projects that are on the front burner moving. I don't want to spend time here talking about what we can do. There are some things that we can do, but what I think needs to happen is that we need to sort of make it clear what our priority projects are that need to be done that are ready to go or that are emergency, in both of those categories. We need to get that information together. We need to get that information out. Then we have to do a much more serious effort at going after the SDA. We need to get the legislative delegation involved in this. And if necessary, we may have to on behalf of the children consider taking legal action against the SDA. If they're attending schools in facilities that are unsafe, inadequate, and unfit for learning and the projects are sitting there ready to go, that's a violation of their rights. We on behalf of the kids may have to do something about that. Legal action is a part of it, but it's got to be a broader effort to make sure that the folks in Trenton hear loud and clear that this situation has to be dealt with and the SDA has to get off the dime and start moving these projects forward. The last thing I'll say on this is that if the SDA or any politician of any stripe comes here and says we don't have the money, they're wrong. There is \$4 billion in unused school construction bonding authority sitting in Trenton waiting to be used that could do a number of the important projects here that have been backlogged. That's what we have to do.

Comm. Hodges: I would ask maybe there has to be a more extensive conversation statewide around this issue.

Mr. Sciarra: I agree.

Comm. Hodges: I'm not quite sure to what level a state-controlled district could participate in. I know the Board can do it, but I'm not quite sure how the administration...

Mr. Sciarra: The requirements for the state to meet the responsibility to the kids exist no matter how the district is governed. This is an overarching responsibility that I think all of us have, whether you're involved in the running of this district, the School Board member, or the teachers. This is an overarching state responsibility that has nothing to do with local control. It has to do with the SDA fulfilling its responsibilities at the end of the day to the kids in Paterson and making sure that the public schools here are in decent shape for kids to learn in. That's the bottom line. We all ought to be able to, regardless of what hat you wear, regardless of the fact that this is a state-operated district. We have districts that aren't state operated that have fiscal monitors and so forth. Regardless of all that this is an issue that we ought to as a community – let me

say this loud and clear – come together, put our differences aside whatever they may be, and basically stand up, turn to the state, and say enough is enough. This work has got to be done.

Comm. Hodges: I agree with that. One last thing – the Governor is underfunding the school formula by working his way through the budget. That's the latest technique, to actually change the budget language and then reduce the budget accordingly. How do we get at that?

Mr. Sciarra: There have been attempts to use the budget to lower the costs that are built into the formula, particularly for what we call at-risk kids, which are kids who are eligible for free and reduced price lunch. You have a significant amount of those kids that under the formula get additional dollars, cost allocations. Without getting into the weeds or mess around with that, here's the good news. Through the efforts of folks in this room and folks all across the state, urban, suburban, older suburban, inner suburban, or whatever type of district you want to call it, we've managed to actually get that language taken out of the budget. We got a concurrent resolution passed by the legislature to reject some of those modifications as well. The one thing we have successfully been able to do is to keep the formula intact with the costs that were built in, which are higher than what the Governor wanted. So that's good. The problem is that a formula is only as formula. It's the way you calculate the aid. Unless the aid is appropriated in the state budget, there's the formula which is good, we're okay there still, but it's the state budget that's the problem because the money has to be appropriated. That's where we have to work much harder. We have to get more money in the budget. The state can do better. This year they've put a little bit in, like \$16 million or \$18 million. We could have done much better than that. That's going to take a concerted effort of advocacy. Frankly, one way to think about it is this is one place where Paterson, Passaic, Clifton, and all Passaic County school districts frankly ought to be unified. This is not just an urban issue. This is an issue that affects public school districts throughout the county. So we've got to sort of build those kinds of coalitions and do the work to make sure that the legislative delegation understands more money has to be put in and to really build a stronger statewide effort to get that done. It's going to be hard. With this administration it's going to be very difficult.

Comm. Hodges: Thank you very much.

Comm. Irving: Mr. Sciarra, thank you for coming. I just want to reemphasize a few points that you just made. To all the folks who are here, what we are dealing with now in this district is the true consequence of what happens when folks don't come out and vote and when we have administrations that favor people who look like us and administrations who don't favor people who look like us. I know many of you folks are here to learn more about exactly what this outsourcing is and all that. But I want to share with you that this conversation we're having tonight is a manifestation of several things. The fact that this Board has not raised taxes on this city in six plus years is because we just can't. We haven't been able to afford it. We can't do it. The fact that under this Governor and under his leadership he continues to flat-fund us every single year and he might as well be cutting our budget every single year because inflation rises every single year. So the cost of this water bottle three years ago was \$1 and now it costs \$1.17, but you're still giving me \$1 to pay for this water. On top of that the Commissioner and the Governor's office have put penalty policies which they put under the words of incentives where they try to encourage districts to get attendance rates of 96% and 98%. In an urban district where chronic asthma, obesity, diabetes, and issues that our children face travelling to and from school make it very difficult to achieve those levels, you have suburban districts that most certainly have. We're having a

conversation tonight about the manifestation of all that Mr. Sciarra spoke to. I encourage everyone even after we have this conversation tonight to keep coming back to these meetings or at least write to the Governor and let him know your displeasure. The truth of the matter is if he would fully fund us nobody in this room would be here tonight. It just is what it is. If he would give this district back the money that we rightfully deserve we wouldn't have to have difficult conversations that affect people who I know are in this audience that I know and care about. With that said, you all I'm sure have heard different comments. People have written articles and put things on Facebook and we are going to have a conversation after the updated teacher evaluation report about this whole concept of outsourcing substitutes and personal aides. Let me just make it very clear that we are not outsourcing substitutes and personal aides. I'm going to say it again – we are not outsourcing substitutes and personal aides. What we will have a conversation about is that there are 70 kids who are in need of personal aides outside and apart from the positions that currently exist in this district. Last year we identified 70 children who need PAs. Those 70 positions do not exist presently. They do not exist in the district. We have to find a way to provide those 70 aides to those kids. Because we do not have the money, because we are flat-funded, because we have not raised taxes on folks who live in this town, we've got to figure out a way to get those kids those services. So that's how we've come to this point. The folks who are here who are currently in your positions, you're going nowhere. Nothing is going to happen to your job. But as a Board we've got to figure out how to ensure that 70 kids who need assistance find that. That's the conversation we're going to have this evening.

Mr. Sciarra: Let me just thank the Board for having me here tonight. I hope it was helpful. I hope we can continue this discussion in different ways. It's good to see the Superintendent. Keep up the great work. Thanks so much.

Comm. Irving: I wanted to make that point very clear because I know many folks have been told something otherwise. But I want you to stay because I want you to hear the conversation we're going to have so you know what I've said to be true. You're not going anywhere, but we have to figure out with no money, with a structural deficit of more than \$40 million in the next two years how we afford and figure out these 70 positions that we do not have that we cannot afford but these kids have to have. That's the conversation we'll have tonight. Already presently in the district we contract services such as a speech pathology. We do not have enough speech pathologists in the district. We've tried finding them. There's no way to find folks who are skilled in that area so we contract it out. That's the conversation we're having this evening. I am sorry that folks have insinuated or made folks to feel that your job is in jeopardy. I apologize for that. Many of you folks are people who I know and who I live in this town with. But I wanted to let you know that we are going to have a conversation about 70 positions that affect none of you at this point in time. But I encourage you to stay and hear the conversation so that you hear it firsthand. I just want to be honest with everybody.

REVIEW AND DISCUSSION

Update on Teacher Evaluation

Ms. Brenda Patterson: Good evening. I've been looking forward to having a conversation about the readiness of Paterson Public Schools to implement the new principal and teacher evaluation beginning in September. For your review, I gave you two actual artifacts so that you can go home and read. I'm certainly not going to have that for you, but I did give a bulleted six-pages and I'm going to take you through a

couple of the highlights of the things we've done to prepare. We started this endeavor in terms of looking at changes in how we look at performance over four years ago. This has been actually the beginning of a culmination of preparedness. I think it's been one that's been eye-opening as well as supportive. One of the things we've done this year, just so we can put this into context, we were a part of the state's evaluation committee and they've asked us to participate to get feedback. We were one of the pilot districts for the principal evaluation. Through that lens we were able to develop some practices to look at the things that we needed to do. Bringing your attention to the bulleted sheet that I gave you, there were basically four areas that we concentrated most of our efforts on. One is looking at how we can have consistent looks. What does good instruction look like? How do we know when we have good instruction across all districts so that when a teacher may go from School 2 to School 5 to School 10, whatever that school is, it would be consistent expectations and a consistent view of what it is that we're looking for in terms of performance? During this whole beginning as we started thinking about performance the Department of Education last year, in support of the Governor who passed a law called Teach NJ, has asked that all evaluations in the State of New Jersey also include a look at students and their growth, a look at how students are growing and the accountability for that. So what you'll see is that as we move forward there are different levels of that accountability some of which was determined in Trenton. Those teachers that are teaching 4-8 language arts and math have a different accountability than those students that are considered non-tested grades. So we said school leaders need to feel comfortable in what their responsibilities are, how they provide support, and how we begin to provide support to classrooms. The second thing was how do we begin to look at instructional feedback? People normally think of that word and what does feedback mean? Is it criticism? Criticism is not what feedback is intended to do. Feedback is I come into your classroom, I spend more time than one time a year, and I have snapshots of performance in your classroom and I provide continual feedback so teachers will know what it is that I need to polish and what things can you do in terms of what things I do well that are praiseworthy. The third thing is how do we now begin to document all of the student achievement and all the new teacher and principal evaluations? We had a large discussion and review of our current systems. The last part is, what kind of professional development and support are we giving the teachers and administrators? I provided about 26 bullets of things that we've done to date. I'm not going to read those things to you, but I will say that I would classify them in three areas – professional development, actual human support to schools that normally had been in central office and now is being outsourced, what kind of data management we are looking at, what kind of technical software we need to capture this information, and how have we been communicating to staff. Those were the actual overall areas. If you actually have an opportunity to read this you'll be able to probably ask questions later. But bullet 3 talks about the fact that last year we actually began a pilot in 13 different schools. When I say last year that was not 2012-2013. That was 2011-2012. So during the 2011-2012 school year we actually implemented the transition and we used recommendations and support from those schools to help us with the 52 schools getting professional development this year. If you look at number 18 on page 4 on the last day of school the Superintendent sent home a packet with all teachers with pertinent information around the evaluation system including the rubric. I have provided that in this handout so when you get an opportunity to look in this handout you'll see the whole packet that the Superintendent sent home on the last day of school. During the month of June we had an opportunity to work with all central offices, department chairs and supervisors and then deploy them out to schools when we had two half-day sessions in June so that students were dismissed and there were two opportunities for staff to work on the student growth objectives model that must be implemented. In April we also had training for principals on various topics that you'll see. If you look at number 21 many of you have asked how many teachers, principals and assistant principals have been

trained to date around student growth objectives as well as the rubrics. You'll see that in number 21. Right now this week, August 5-9, we have trainings every day in the morning and afternoon. Teachers have signed up to come in and find out more about student growth objectives, how you develop them and how it helps them getting ready for September. As far as the support is concerned, the Superintendent has in number 5 reorganized personnel. He's looked at how central office will be aligned to both Unit I and Unit II schools and preparing those supervisors to go and assist in this process. There's an active role in providing support and building capacity. Executive directors actually work with principals and coach them through the things that need to happen in terms of a principal's role and what are the things a principal needs to do to support teachers. Beginning in September the professional development teams that have been in schools have been renamed as School Improvement Panels. They are not asking teachers to evaluate one another, but they are asking that they be a part of reviewing the calendar of observations that should take place, what are the activities that should happen in the building to support teachers, and making sure that all of the things that need to happen do happen. Moving toward the more technical side, one of the things we noticed is last year before the summer we said where does our data lie? We found that if you look at five of our departments, whether it's assessment, human resources, the MIS system, technology, or fiscal, there were about 18 different data sources that we have information in. So we've spent this year thinking about how we make sure that we have data that's accurate and reliable so that teachers know that when they are looking at the number of kids as well as how often kids come to school they are being held accountable for the students that come 70% of the time and they will only be evaluated looking at the achievement of those kids. So we now have a new MIS system, a new Student Information System, that should help us have a more robust way of looking at that as well as providing an E-board. We also have made sure that we have data teams to keep accurate information around teachers being moved, where they are being moved to, and how long they would be in contact with kids. So with that said, I think what we felt was looking ahead on page 5 we still have some important things to do and look forward to. One of which is the understanding that Edumet is no longer the host for the teacher evaluations. We're in the midst of procuring a new evaluation component that will take the place of Edumet so that it houses the results of the teacher's performance as well as student achievement. Ongoing PD is still important. I think one of the things you'll notice in the Teach NJ code is that there should be continuous support to teachers, continuous improvements around what is it that they need, what is it that we're offering, and being able to document those supports to teachers. Then the last thing that we're looking at currently is what kinds of assessments we'll be using in September to determine the baseline for student achievement for teachers to be able to develop student growth objectives. I've said all of that in a nutshell so that you can see that there are still many things that we need to do. I attached the goals of the focus of the principal and teacher evaluation and I gave you some updates around what we're doing. I'm sorry that we didn't have the availability of the internet. I do have a PowerPoint that conceptualizes and encapsulates what I just said. But I hope at least you were able to see what we've been actually trying to accomplish over the year and moving forward what we continue to plan to do.

Dr. Evans: To summarize in 30 seconds or less, we're ready. There is some follow-up training particularly for people who are new to the district that will occur later this month and the first week that teachers return in September. But we're ready. A lot of hard work has been invested in the preparation for the institution of these two models led by Ms. Patterson and her team, but then the entire cabinet has been involved in leading this effort. It has truly been a cross-divisional activity, but the bottom line is we're ready.

Comm. Irving: Ms. Patterson, are you ready?

Ms. Patterson: I am ready.

Comm. Irving: Very good. Ms. Patterson, just perusing through, I'm on page five of the summary you sent over. What data system are we using to house the collective evaluations? The biggest concern I've always had with this new process is that while I certainly support the need to strengthen our evaluation process, I just want to make sure it's fair for all teachers. So whatever we put in place we need to make sure that teachers know here's the new system, here's how you're going to be graded, and here's where you can find it as it's documented. I just want to know exactly how that information is going to be shared with teachers where they can find the documentation of their evaluation and they will be able to track their progress and support as they move forward.

Ms. Patterson: Currently, we're using McKrell software. They did not submit a bid. We actually floated an RFP for a performance management system that would house the data, show what the different standards are, allow teachers to e-mail principals and view videos around effective teaching, would give them an opportunity to communicate back and forth. So we have an RFP out. We do have two finalists and right now we're in the process of scoring those two submissions so that we can come to the Board and ask for your approval to implement. With that said, it's very difficult to see, but I really want you to understand that we did a small review and said if a building has 40 teachers, 10 of which are non-tenured, 27 that are tenured, and 3 on corrective action, it would take over 138 days to do the evaluations of tenured, non-tenured, and corrective action, provide feedback, have pre-conferences, and post-conferences based on the new law. Principals are going to be immersed in visiting classrooms, providing feedback, writing evaluations, and giving teachers an opportunity to prepare and come to talk to you. So if you're my principal I'm going to come, show you the things I've done to prepare, and talk about how I group my kids. So during a pre-conference I can talk to you about that. If I don't have a pre-conference I can certainly give you all of that information at my post-conference. But all of that then has to be documented in the system. One of the things we noted this year was as we're transitioning to the new practice of doing all of that we also have to be quite clear that we don't want to say to principals and teachers, "By the way, in September you have a new MIS system that we're going to implement. And by the way, we have a new ALIO system that you're going to do requisitions on. And by the way, you have a new performance evaluation system that you have to understand." If we don't take a better understanding of the pressures that are put on schools and classrooms so that we roll out appropriately some of the new initiatives, I think it's going to be overwhelming and it will not do what it needs to do. This is not meant to overburden people just so that they can say, "I'm exhausted at the end of the day and I can't get anything done." I think we're going to be meeting. We're going to have conversations. We're going to meet with the Superintendent, the cabinet, and the deputy and say, "What comes first? Do you want to have training?" This year, Dr. Evans actually said all the teacher PD days are dedicated to teacher evaluations so that they have time to begin to phase in some of the practices and the software that will be needed for them to make this work.

Comm. Irving: Thank you, Ms. Patterson. I have two more questions and just one general comment. You just mentioned the ongoing PD. Do you have a schedule of the PD days in which you're going to continue to provide support so teachers and principals can stay abreast? Is that schedule aligned with the current district PD schedule?

Ms. Patterson: That's exactly the district PD schedule.

Comm. Irving: So we've been able to integrate both. Very good! On page 5, it's talking about the continuation, observation, feedback, coaching and professional development specific for each site and staff members. How are we going to maintain that? If the thought is that each principal is now going to become the person who's really the shepherd to steward and drive the evaluation in the building, let's just say I'm the principal, who do I go to for help if I'm confused? I'm comfortable enough as a professional to say I have some problems, so what does that look like?

Ms. Patterson: It's almost like a tiered discussion. One of the responsibilities of my department is to make sure that there's an open line of communication with principals so that if there are any issues or any support they need they know that they can call and have that conversation with us. In addition, Maria Santa and Aubrey Johnson do have executive directors that work with them to support principals. The third layer is Dr. Evans and Ms. Shafer. They are reviewing all the supervisors and supervisors will be assigned in teams, which include special education, bilingual, language arts, math, and data people to work with schools specifically. This is not just in case I want to go. There will be an actual schedule. They've actually assigned that responsibility to one of the executive directors so that executive director right now is working with me to make sure that at the last two weeks of this month we make sure they're up and ready to go out to schools and provide support. They will be in schools 95% of the time. So there will be that level as well as second observers. Together we may go into classrooms to make sure that what you see and what I see is not necessarily just the same, but is the right standard. We're going to make sure that we calibrate this year and provide that support to principals so that they feel comfortable as well.

Comm. Irving: I didn't see Pete here, but it might be advantageous for the PEA leadership to sit with your office so we can do a things-to-know, an e-mail, or a printout for teachers with the top 10 things to know about the new teacher evaluation system. Although we've gone through the PD this is a new system, a new program, and change is difficult. No matter what you do or how you transition change is always tough. I think knowledge is power. Information is power. I encourage the PEA leadership to maybe sit with your staff and your office – and I know you'd be willing to do it – to maybe come up with a one-page report of 10 things teachers should know about the new evaluation system. I don't know. I just want to make sure our teachers have as much information as possible. I don't want folks to feel like they're going to be blindsided on the first day of school, although we should all know this was coming down the pike. It's just different and any time something is different it's uncomfortable. We want teachers to be able to teach without feeling like there's a big gray hawk looking over their shoulder. I think the best way to do that is to provide them with all the information they know, how to dot their I's, cross their T's, and make sure they're still able to perform as well as they can.

Dr. Evans: Mr. President, we actually began communicating with all our teachers and principals on the evaluation system via a newsletter that we began circulating late in the year. It went out weekly doing exactly what you've just indicated. We will continue to do that, including many of the items that Ms. Patterson covered tonight that we may not have covered previously because some of it is new in its development. But we agree.

Comm. Irving: With all due respect, PEA members might read PEA literature more than they might read yours. It is what it is. If it came from your leadership more members might be prone to read it. Folks, we just want to make sure we're ready, you're ready, and that it's fair. I just think it's so important to make sure we're all on the same page. Dr. Evans, I appreciate that, but if there is PEA leadership out here maybe you can get a copy of those newsletters and put them back out there maybe in some group that I'm

sure your union has. I think it's vital and important that we all take ownership and work with each other to make sure everybody has this information.

Ms. Patterson: Those newsletters did go home in the packet that Dr. Evans sent the last day, but we are planning to meet with Pete. He usually comes with Sasha Wolfe and Vera and we usually go over whatever his questions are. We give him handouts and we're planning to have another one of those meetings.

Comm. Irving: On my behalf, when you meet with him can you just make that recommendation and just say it was my idea, that I think on some level he should share that information with membership?

Ms. Patterson: Absolutely.

Comm. Irving: Thank you. I appreciate it.

Comm. Martinez: Just to piggyback on that, for the sake of being as transparent as we possibly can, and I'm hopeful that they have been and if they are then it will answer my question, but were they given a rubric or the criteria by which they're going to be evaluated? I want to make sure that when those administrators come into their classrooms that they know exactly what they're going to be looking for.

Ms. Patterson: Those were available during the trainings, but as well that went home on the last day of school with the Superintendent's letter. So they got that and they're going to get it again in September.

Comm. Martinez: Are there a certain number of evaluations that will take place for each teacher during the course of the year? Are they scheduled ahead of time? Are the drop-in visits? How does that work?

Ms. Patterson: We've adopted the state recommendation. So if you're a non-tenured teacher in Year 1 and 2 you will have two long observations...(end of tape) (Beginning of new tape)...have walk-ins, six of those a year. So when you think of that we're really asking principals to become very familiar and have open dialogue with teachers around instruction. We need to get that out again in the beginning of the year.

Comm. Martinez: Again, I think it's very important just for the sake of transparency. If we're going to operate this effectively the teachers need to know ahead of time what they're going to be evaluated on, how often, the frequency, and all of those details.

Comm. Teague: I had a question about the actual evaluations themselves. There was a part on here which said if the principal evaluates a classroom and the teacher accompanies them that they would count as one evaluation for the teacher. Can you explain that?

Ms. Patterson: I think what you were probably reading was that the tenured principals have to have a co-observer. So whoever the co-observer is goes in with the principal to the classroom and the point of that observation is not that the teacher gets feedback from two people. I give feedback to the principal. So I'm almost shadowing the principal. We're both looking at instruction and then we leave and talk about what we see.

Comm. Hodges: This may require a longer and different discussion. I apologize for missing some of your points. One of the concerns of teachers is that their evaluations

may reflect something other than what goes on in their classrooms. They may reflect some problems with the principal or whatever conflict. How do we make sure that there is high fidelity between what the teacher is doing and what the evaluation is actually saying?

Ms. Patterson: There's an actual due process so if teachers have an issue there's a chain of command around what process they should take. But I'd like to say that one of the intentions of having rubrics is to almost eliminate as much as possible that occurrence. Before I had a rubric Edumet may have said I go into the class and there's good management. What's good management to you? What's good management to me? I happen to be one of the people the principal likes so I get a commendable on that. You don't get a commendable on that. Now with the rubric it actually says to you, "Do you see x, y, and z?" They give you four categories on a rubric and the principal now has to speak with you and say these are the things I see going on so I can give you praise around that. But I can also say here are the things I think that I need you to work on based on the fact that I think you are progressing and moving to proficient. Or if you are an exemplary teacher you may be able to share that with another teacher. So the rubric system is actually a more solid way of documenting the kinds of things that we must see. If there is no evidence the teacher can say, "I don't know how you came up with that particular evaluation of me when you haven't discussed any evidence that you've collected on my behalf." So the teacher has that ability to actually say, "I would like that opportunity because I think I do use data to do groupings. I can show you that I do that and here's my STAR Renaissance information and this is how I use it." There has to be accountability on the principal's part. The principal can no longer just give evaluations without being able to substantiate the fact that they've actually seen or talked to the teacher during the pre-conference and post-conference and during the walk-throughs and then say, "Yes, I can substantiate what I've seen." This can't be because I like you or I don't.

Comm. Hodges: I guess the greatest concern is protection for whistle blowers.

Ms. Patterson: I'd like Dr. Evans and Eileen to help me on that one, but I know that when Pete comes to talk to us about the system he has said things like, "I have teachers who are complaining because five people have gone in their room over a two-day period." Eileen and Dr. Evans have said, "Can you tell me the school?" They want to fix the issue without hurting the person who said it. We may not ask for the teacher's name, but we really want to know where this egregious practice is happening so that we can address it. Do you want to add something to that? I know for a fact we've done that.

Dr. Evans: You did well, but that's a separate issue from the evaluation system. I think Dr. Hodges is getting into some other areas that we'd be happy to have a discussion around at some point, but this rubric is as objective as it gets in terms of practices that Ms. Patterson mentioned. Either you're doing it or you're not. That's pretty clear. So having a whistle blower around whether or not you did something or didn't do something on the rubric really is pretty much a non-issue. It really is. But that's not to take away from the whistle blower issue you're raising. That begs for another discussion.

Comm. Hodges: Only in the fact that sometimes it does get reflected in their evaluation and that's my concern. I don't have any confidence, as I'm sure you can well imagine, that won't happen unless there's some fidelity, which was my initial question.

Dr. Evans: What I'm telling you is that under the old system it was easy to do that. Under the new system it's not.

Comm. Kerr: Ms. Patterson, what I need to know about this new system is, after you have made your observations, is every visit to a classroom subjected to a discussion as to your findings with that particular teacher?

Ms. Patterson: Yes. There are different categories of me visiting your classroom. The principals for the last year have been doing things called walk-throughs. When I go in there's an actual form. That form will be given to every teacher when they return in September. The principal makes checks and if they don't check it maybe they don't see it that visit. They're also able to make comments and we're expecting every principal to give praise and polish. When that occurs, the principal then forwards that document with the information to the teacher through e-mail or they can print it out and give it to the teacher. That's one level. The observations are the traditional way of a principal going in and saying, "If I have a pre-conference then I can let you know when I'm coming. If not, I can come in and visit, take notes, align what I've seen to the new evaluation system, and then have you come in, have a post-conference where I write down my suggestions, what I've seen, the commendations, and then we share it and we both sign off." Then at the end of the year they'll have their actual summative evaluation, they'll take the data from the observations, and then they'll document it on those rubrics. So you'll be able to use that and then tally so that you'll be able to find out what's my score on my practice.

Comm. Kerr: Okay.

Comm. Irving: I know that under the new system and under the reorg principals can go in with a content area specialist, a supervisor, to also do evaluations as well. How do you compensate for that? Does the supervisor or content area specialist who goes in with the principal just make the recommendation and give it to the principal and say, "You should add this in?" Or do they have a separate and apart assessment of the instruction that happens there?

Ms. Patterson: I just want to respond by saying the support system we're prepared to provide to the building doesn't always mean that I called in a content person because I have a problem and I want you to see it. Right now what we're trying to do is expand the cadre and the depth of people that are actually going into classrooms. As I mentioned, most of the time of the principal and the vice principal is going to be spent on these walks and observations. So the supervisors that are now assigned as well as the department chairs will be able to go in, which they currently do. Say it's secondary and I'm the department chair I may visit you and I may be providing feedback to you in social studies. That doesn't preclude the principal from also doing that observation. So the practice is you may actually be working closer with the content person in some instances. I know in our priority and focus schools there's additional staff that works with those particular people. So again, it's not necessarily an urgent action where I call you up and say, "I have somebody that I need you to see." However, that's also one of the variables. If you and I go in together, as I explained, I don't go in with you so that you and I both evaluate. You and I go in and I'm working with you helping fine tune what you see in that classroom. So if there's a co-observer, it's not for killing the teacher. It's for me working with you.

Dr. Evans: There's another dimension here as well. All observations aren't for the purpose of formative and summative evaluations that the principal ultimately does. There's a professional development function as well. In fact, the walk-throughs that the Institute for Learning does – and we have supervisors who are working with the folks from Institute for Learning, who participate in those and go in and observe and give

teachers feedback – are solely for professional development purposes. Those are done differently and the IFL makes it very clear that they don't want any part of evaluation in that context in terms of the principals completing these instruments or doing what sometimes is referred to as spot observations to ultimately inform the summative that they eventually do. Those are spots. They're just that. But I just want to be clear – every time someone goes in it doesn't necessarily mean they're going in for evaluation purposes. They're going in maybe to help teachers grow, particularly if it's someone associated with the IFL work. That's totally separate. But in the end if the principal engages a supervisor or a content expert to go in as a part of that summative process, the formal evaluation process, the principal is in the lead with that and everything comes back to the principal. The principal may involve some of the staff in the final conference that they have. That's the principal's call. But the principal is in the lead and it all comes back to the principal.

Comm. Simmons: My question is a spinoff of Comm. Kerr's question which I think he was alluding to. What happens if during the post-evaluation conference the teacher just flat-out disagrees with the evaluation?

Ms. Patterson: They've always had the ability to write a rebuttal. I don't want to take it to that level first. This new system allows for the conversation to say, "You were in my classroom and we were having a conversation about what you saw I was doing. However, I needed you to know that prior to you coming in I did do some pre-teaching. I did reflect on yesterday's instruction. You may not have been there to do that, but that was included in my plans." I think the teacher can use the opportunity for a better reflection and conversation with the principal. As far as I'm concerned if we're going to change performance in terms of what we're all looking at to do similarly the threat cannot be I'm always coming so that you have to prove something. If we're at that point where we're just constantly making teachers feel uncomfortable, then kids are going to feel uncomfortable because we can always tell when there's unrest in the house. So I just want to say that as much as this system – and I'd like everyone to know that I'm saying this because I believe it – we're not doing this to get anybody. If we did that, what's the point? What would be the point? We could easily have schools taken over by some other agency and farm out everything. All I think we're doing is saying given the law and given the fact that Paterson needs some continuity... The fact that we actually knew that we had a Superintendent that got a second contract, at least we know what he looks like and what his expectations are. Teachers have had a time of saying to themselves, "Who's my principal? What are the expectations? What kind of dance do I have to do to make somebody happy?" That's not what this is. This is - what are the expectations and what are the standards? So if I'm Michael Jordan I need to get to that free throw line and get the ball in. That's the same expectation you got for the other ball players, not just for me. So what are the expectations around my performance? I think that's what we're struggling with because it's new, it's uncomfortable, and it's a paradigm shift. If you've been here a long time you've done what you've done for a while. You may feel successful and now you have to adopt something. I understand that, but I'm trying to make a process that works in schools because Paterson owes itself some implementation fidelity. A teachers needs to know can I actually depend on knowing that this year the expectations for me are the same as they were two years ago and it's not another strategic plan and another flavor of the day? So on their behalf I would say you were in a Success for All school and then we changed it again and again. Hopefully if we have an evaluation instrument that says we're expecting you to prepare for instruction that means we're expecting it from now until you leave. It's not going to be based on the new model or this or that. I hope that the message is we can all hold hands and say, "Tell me what the expectation is and

now we know what to do.” As opposed to, “Who am I pleasing today?” I would like to just say that on behalf of the effort that we're trying to achieve.

Comm. Kerr: Ms. Patterson, I do understand that this new evaluation system is not just a Paterson evaluation system. It's a state requirement and this is throughout the state. But we're asking questions about it because we just need to be comfortable with this system so we know that it's right and fair across the board. I know in the past we have heard about principal's pets and those teachers that are favored by principals. I just need to know with this new system what percentage of it or is any of it subjective in terms of its evaluative component. Is any part of it subjective? Is it all objective? Or is there some part of it that will be subjected to maybe the principal's...

Ms. Patterson: I would say that the only place where I would even begin to think that there was that kind of subjectivity would be if you say that I'm currently a proficient teacher and I think I'm highly effective. We're now talking about what my practice is that makes me think that I'm really in a different category than that. If it's so far off that you don't even think I'm doing what I think I'm doing, the continuity and the whole structure of the rubrics don't allow that kind of subjectivity to come in. Am I a great cook or am I a good cook?

Dr. Evans: I know Ms. Shafer has a comment as well. The rubric is in one of the documents that you have there. As far as evaluation instruments are concerned it is as objective as it gets. Ms. Patterson said something earlier that I want to repeat – this is evidence-based. Either you see it or you didn't. Either you did it as a teacher or you didn't. It's evidence. It's based on what they show. The second point Ms. Shafer needs to make.

Ms. Shafer: The other piece is that part of the fidelity of the principal's new evaluation instrument is how are you implementing the new teacher evaluation? Principals also have to provide evidence to their assistant superintendent on their evaluation.

Ms. Patterson: Actually, 20% of their evaluation is how well they implement the new teacher evaluation.

Comm. Hodges: I just have a brief comment. I can't obviously ask you intelligent questions on the rubric because I haven't read it. I would just hope that in the future if we're going to be discussing the contents of a document like this that we be given an opportunity to read it beforehand.

Dr. Evans: You've had this now for several months. This is the same rubric we presented to you in the winter and then again in the spring. It hasn't changed except for the point values.

Comm. Hodges: I thought that there were some changes. That's fine.

Comm. Irving: I do encourage us all to go through the documents that Ms. Patterson has given us, in case there's anything that we may catch that we maybe did not catch before. Ms. Patterson, I just wanted to tell you great job. I know you spent a full year making sure that you and your team got all this together. I'm looking for as close to a drama-free year as this implementation rolls out. I know there will be hiccups and bumps in the road, but I think that's why planning and information is so important. The more information we give everyone the better we all do. Thank you very much.

Ms. Patterson: Thank you for your interest and support.

Outsourcing of Substitutes and Personal Aides

Ms. Jaime Murphy: Good evening Dr. Evans, Ms. Shafer, and Commissioners, I'm just going to pass something out. Commissioners, I just want to let you know that what we're handing out right now is a presentation that was given to the Board's personnel committee in June. What you have in front of you is this presentation that is about alternative and supplemental staffing for two areas of our current staff in the district – one-on-one aides and substitutes. I'm going to go through some of the things we've looked at in this presentation and Rich will be here also to answer some questions as well as myself. As we're looking at student achievement and quality one-on-one aides, one of the things we've been discussing is that one-on-one aides in the district have a very special job. They are working with one or sometimes two students that may have physical disabilities, severe developmental delays, and in some cases severe behavior issues. So it's a difficult job. One of the things that we've been experiencing over the past three years is a trend in the increase of students that are being referred to have personal aides in their IEPs or 504s. So we are talking about both special education students and regular education students that may be assigned an aide. The trend has been, and I have some information from Gloria Bodker who's unable to be here tonight, that we are looking at an increase of 50-70 assignments per year over the last three years with an expectation that we need approximately 70 aides for this coming school year because of new assignments for students that are coming into the district between the ages of 3-21. One of the things in looking at alternative staffing is that we're looking at companies that would be able to give specialized training to the staff that they're recruiting to fill these gaps that we have currently. We're also looking at a decrease in the time between when there's a determination of need for a student and when the assignment actually happens so that we don't have a gap in time where a student is designated as needing an aide and then it may take a month before an aide is actually assigned to that child. With the use of alternative staffing we'll decrease that gap. It's also about continuity of the aide that is assigned to a student. Currently when we experience gaps we will utilize substitute teachers to deal with that issue until we are able to assign a permanent aide and that does create some turnover. So a child may have two or three different adults working with them over the course of the year. This would stop that. This would allow us to assign an aide and to provide continuity to our students so that students with these issues that require an aide will be able to see an increase in achievement through that stability. We're also talking about compliance and that's what I started to get into. We're looking at being 100% compliant with our current IEPs and 504s as far as aide assignments and designations and we're making sure we meet the mandates to have qualified trained staff. We're also looking in the future for January 2015 to remain in compliance with our health benefits care that we must also provide to all fulltime staff. That's anyone that's working more than 30 hours per week. One of the benefits of dealing with a company also that would look to supplement staffing and provide us with alternative means for staffing would be that we would have onsite supervisors here in the district. Our supervisors in special education can concentrate on a lot of the areas that Ms. Patterson was just talking about with instruction and we would be able to have additional assistance supervising our paraprofessional staff in one-on-one aide positions, to provide additional training, and to be able to help with monitoring what's going on between them and the students in the classrooms. We are currently asking to explore what the costs would be in looking at this. What we are asking the Board in the action we've put through is to allow us to go out and get information from companies so we can evaluate what the cost benefits will be for funding. Right now as it stands for the 2013-2014 school year with the approximately 70 positions we need it would cost the district approximately \$2.1 million in salaries and \$1.4 million in health benefits for new positions. The other cost benefit is that we are going to look at increased productivity of our supervisory staff in working

with our instructional staff and teachers. I'm going to go on and talk a little bit about the substitutes. These issues came up together. Originally we were looking at this because of the personal aides and one of the things that I mentioned earlier is that we often use substitute teachers to fill in where there are gaps. In addition, one of the things we struggle with, and I'll bring up the example of GMA that was brought up many times last year with the science position, we're looking at increasing the amount of substitutes and qualified substitutes that hold certifications. One of the things is to add to the student achievement and the quality of substitutes we have in the district. We want to build that pool. We want to build upon the quality we already have and expand it through focused recruitment from this area and other areas. This would help in cases where we have someone going out on leave because it would be an immediate fill. We would have someone with a teaching certification lined up to take that spot while we are searching for permanent staff. The use of a company in this way would enhance our recruitment efforts. We could be also looking to hire these people as they come in after a negotiated point of time. So they may come in and work for a teacher that's on leave and then at some point if we do have an opening and we see they've done a good job, we would opt to hire them into the district at that time. Again, we would have a supervisor onsite to help deal with employee issues and we would be in better compliance with substitutes adhering to 20-day rules that exist now in law that didn't in former years. We also want to ensure that whatever company we decide to work with in the future is also going to remain in compliance with all of the laws that we have to worry about as far as healthcare that are coming on board next year. The cost benefits would be that there would be an overall decrease to the cost of salaries for temporary staff. Comm. Irving, I think you have a question about that.

Comm. Irving: You can finish and then I'll ask it.

Ms. Murphy: So there will be a decrease in the overall cost to the district salary and benefit lines for overall long-term substitutes that we get. So if someone is out on leave for three or six months we hire a semi-permanent person so they're there every single day. Rather than doing that we'd be able to work with the company in order to find someone that can come in that way. In addition we won't have to maintain our sub finder system in the district. One of the things we are requesting from the company in doing this is that we would want them to house any technological systems we need. The process of how subs are called and principal/substitute preference would all remain the same, except we would not have to maintain and pay those maintenance fees on a yearly basis for the system.

Mr. Richard Kilpatrick: There are just a couple of things I want to add. First of all, I would like to thank everyone for being here because this is a very important issue, not only for the district, but for us as employees. It's not easy thinking about things outside the box a little bit and we really think that we're bringing something to the table that can help the children. You would think that with a finance person being here that the first idea and reason we were doing this idea was because he came in and said let's cut some costs and outsourcing is a great idea. But that's not how this idea generated. This idea was generated in special education to meet the needs of the children that we felt we were not necessarily meeting their needs as well as we could. In looking at that for our special needs children that have special aides of them we felt we could provide more continuity with a service that provides dedicated HR functionality as their corporate mission that could provide these services for us and hopefully help us better train the people who are doing that service. The expectation is that we would find a company that could do this better than we're doing it now. That's our expectation.

Comm. Irving: Folks, if you signed up there's going to be plenty of time to have a conversation. Again, being respectful to the folks who are up here, let's have them continue please. Thank you.

Mr. Kilpatrick: The added discussion about substitutes sort of came about when we started talking about the subject in more depth, about the needs of the substitutes, the training side, what we could do better for them, and how we could address the needs of substitutes in the schools better with a company that could train the people more than we're training them now in-district. I just wanted to give a little background from that and I wanted to thank everyone for being very patient, being here, listening to us, and not interrupting us during this discussion because it is a very important item to everyone and close to their hearts. Thank you.

Comm. Irving: Are there any questions for Jaime or the BA?

Comm. Simmons: You mentioned that you were coming to us to get permission to go out...

Comm. Irving: For bid.

Comm. Simmons: That is not what she said. It wasn't for bid. It was to gather the information. For me if I'm going to present something I'm coming with the information. One of the questions that I had sent to the meeting in June was about the cost benefit analysis. Was it completed? If you bring it to me, I need to have all the information in front of me.

Mr. Kilpatrick: The objective of this bid is to go out and find firms that could possibly provide this service and can provide us the data so that we can perform a cost benefit analysis. We are not able to go out and find that information at this point because it would be violating purchasing requirements. Part of the reason that we have to go before the Board for this and not just go out to bid in the normal process is because it's never been done in the district before. So a first-time bid process like this has to go before the Board before you can go out to the street for the requirement.

Comm. Simmons: So we have to go out to bid before we can conduct our own cost benefits analysis?

Mr. Kilpatrick: We're not going to have enough information to do the benefit part of the analysis because we're not going to know what the charge is for the companies that provide the service. We're only going to know what our cost side is, not the other side. We know what we incur in costs now. We don't know what the other costs would be if we brought someone in from the outside.

Comm. Simmons: If I understand you correctly, we have to go out to bid for a company to do the cost benefit analysis. Is that what you're saying?

Mr. Kilpatrick: No. We want to go out and bid for companies that can provide the service to provide us the information so that we can take a number of the companies and look at what they propose to us and then do a cost benefit analysis as one piece of the analysis of whether we would want to bring in a firm to do this in order to move the process forward to make the decision whether we want to do it or not. But they're not doing the cost benefit for us. We're doing it internally.

Comm. Simmons: So we have to go out to bid for a company to give us part of the information?

Mr. Kilpatrick: Yes, because we don't know what they charge. We're not asking someone to do this for us. The bid that they provide to us does not cost us any money. We're asking them to come to the table, talk to us, provide information based upon our requisition that we put out there for bid, and provide us the information that we need to make an appropriate management decision on whether we move forward with this or not.

Comm. Simmons: I'm still confused on why you have to come to the Board to do that.

Mr. Kilpatrick: Because we can't get the information from the district. We are not allowed to go out and just ask these companies for this information. It's not appropriate under purchasing guidelines.

Comm. Irving: Can you confirm that with legal? I just want to hear quickly from legal.

Ms. Pollak: That's true. I think if you want to do it competitively and you want companies to give you proposals and sharpen their pencils, you want to send it out there and say if this is what we wanted to do what would you propose to do. Rather than go to specific companies where other companies would say you're favoring that vendor, this way you put it out there and companies can make proposals. Then you can look and see. It gives you cost information and the various other features of what they could propose.

Comm. Irving: Got it! Thank you, legal.

Comm. Simmons: I'm reading this and it talks about should employees choose to go with the new company, does that mean employees have the option to stay? Or if we contract a new company...

Comm. Irving: Are we talking about for subs?

Comm. Simmons: The one-on-one aides. So if we contract a company to handle the 70 aides that we're short and we'll have aides internally and externally, will there be any point where the aides who are internal will have to go with the new company?

Mr. Kilpatrick: I'll defer that question to Comm. Irving because I think he answered it earlier.

Comm. Irving: I would say no, right? We're only doing the 70, right?

Mr. Kilpatrick: That's how you responded to it earlier, yes.

Comm. Irving: If the information I know we had discussed prior to the meeting holds true the goal is to supplement the 70 one-on-one aides by contracting services with an outside provider. That will have no impact on the folks who are presently performing their functions. Correct?

Mr. Kilpatrick: For those 70, yes. That's a piece that we absolutely wish to move forward with.

Comm. Simmons: Can I clarify my question then? Based on the answer as I understand it there will be no impact to those 70 or to the rest of the one-on-one aides at no point in time.

Comm. Irving: At this point in time the answer is no.

Comm. Simmons: Not now, but ever.

Comm. Irving: I don't know if we can say that. I understand why you want to see it, but I don't know if they can say or if we can even make that promise. I know now we shouldn't go forward with that option. If the issue presented is that there are 60-70 kids who need to have one-on-one aides and we do not have the \$3.5 million in the budget to be able to accommodate it, I think we've got to do what we have to do to make sure these kids get served, but to ensure that there's no blowback on the folks who are presently providing that. I think we can at least at this moment in time say that has no impact on the folks who are there. But it's a conversation that we're going to have to continue to have. This is what definitely is hard about being in this role and working with the Governor that we have. As a Board we have to have these hard conversations about these positions and these roles. I would love to honestly be able to tell 70 people who live in my town that there are 70 new jobs we got for you. But given where we are we don't have those capabilities and those possibilities. So we have to go a different route. I think in being clear and transparent where we are right now is that we have to contract these 70 positions. I think any future conversations about anything with regards to outsourcing have to come back to this Board for a conversation. But at least the conversation we're having at this point in time is just about those 60-70 one-on-one aides that we're talking about outsourcing and the substitutes as well, right? I just want to make sure we're clear.

Mr. Kilpatrick: Now I'm getting a little confused by what you're saying. We have the expectation for 70 people that we have a need for. We probably have a need for new substitutes as well. If we have a personal aide that leaves the district as well in reference to attrition, would we include them as well? I would hope we'd have that option to move it like that. If we want to stick with the staff that we have and just move forward as it is we can do that. There's a cost. On the substitute side the costs start getting dramatically different come next January because of the medical benefit requirements and having to manage that staff within a certain number of hours per week working and added administrative costs just to manage that process. So that's one of the reasons why we're coming to the Board, to discuss it. We haven't made a decision as an administration. We haven't decided we're going to go with company x, y, and z. We want to get more information. That's part of the recommendation from Board members saying we need more information. How do we go about getting more information? We need to go out to a bidding process to get some of the information. We'd like to move forward with the 70 as though we can get someone in and get them hired. With that other information we can move forward with the cost benefit analysis for something else in addition. We may find that the cost benefit is not there for the 70 and it might be better for us to hire more ourselves.

Comm. Irving: Personally, I don't have an issue with us exploring the option of finding information out. But ultimately whatever decision gets made, whether we go with the bid or not, at the end of the day rests with this Board. So the recommendations of the BA and personnel are exactly that, recommendations that are given to this group of nine or seven minus the two people who are hanging out tonight. If you look for your other elected officials, that's where they are. The decision rests with us. I think no matter how the information gets compiled it's still coming back to us and we have the

opportunity and the option to say yea or nay, and to decide how we want it to look. I'm just saying the BA makes his recommendation and the folks in personnel have made their recommendations and suggestions. That's what we pay you guys to do. We pay you to think and come up with ideas, but ultimately to give recommendations to us so that we can make the best decisions in the best interests of our children and the folks in our community.

Comm. Hodges: I was here when we privatized the custodians and I was here when we privatized the security. There's a cost savings to the district, but these people pay taxes when they have a job. When they don't have a job they don't pay taxes. Then the issue reverberates throughout the community and I happen to live in this community. By the way, it's their children. They also go to these schools. So it's a very complex issue. Once we have bid my understanding is you're bidding to get them to tell you what the proposals are. Once you have that information, are you required at that point to award a contract?

Comm. Irving: Not unless they bring it to us.

Mr. Kilpatrick: No.

Comm. Hodges: The other problem with this is if you have that information in front of you and it appears to be a savings, then you're going to be considered fiscally imprudent if you do not pursue those savings. That's one of the issues which raises all kinds of QSAC issues for this Board and this district. That's a problem. There's a double-edged sword here because when they started with charter schools they were community-based organizations that came and got those schools initially. Now they're bringing in corporations to come in and run those schools. They don't want to start with just the outside coming in immediately because there's going to be pushback. So the concern that I have is yes we'll start today with just these 70, but then you have this so-called fiscal imbalance where if all you're looking at are just the numbers then the numbers may show there's a savings here. But you don't get the educational side or the community side. That's not calculated in the numbers. We put ourselves in jeopardy by having that component not be part of the overall situation.

Dr. Evans: I want to try and put this in perspective. Point one, what we are confronted with here are competing priorities that are combining to create a challenge for us. The first competing priority has to do with our desire to bring back into our district some high need students that we're paying phenomenal amounts of money to other districts and private vendors outside the district to educate them. We made a commitment to bring as many of them back into the district and hire teachers, aides, and other people in Paterson to educate them. That was priority one and that's happening. Many of those kids are now returning to our schools from private schools, private providers, or another district, and are being educated by our teachers and if they need an instructional aide then they are being provided. But a second priority has to do with budget. Two years from now this is going to be a very different conversation. We're going to be talking about how many people we're going to have to reduce to balance the budget. That's another priority because we are not going to operate in the red. I can tell you that now. We are not going to operate in the red, but that's a priority that's on the horizon that we just simply cannot avoid. That's point number one, competing priorities. Point number two really has to do with alternatives that we have to explore to bring our kids back and educate them, but at the same time maintain a balanced budget. That's point number two. That is an option we have to explore. It isn't a commitment to do it, but we have to explore it. We owe it to ourselves to look at it as an option, look at the costs, and look at the impact it's going to have on internal staff, whether we employ them or find some

other means of configuring our classes, to make sure that we staff them with folks who are here who live in Paterson. But we have to do that. If we don't know what all the options are and if we don't know what the cost is for all those options, then we may end up doing something that's going to cost us a lot more money and end up laying off a lot more people two years from now. I just need you to understand that.

Comm. Irving: Thank you, Dr. Evans. Are there any other questions?

Comm. Simmons: I have a comment on the whole idea of outsourcing from personal experience. I do applaud the administration for looking for alternatives, but from a personal experience and piggybacking on what Dr. Hodges has said, in just this week I've had to let two people go because they didn't have the intangibles. While there was a cost-savings, they just couldn't do what I needed them to do. While it cost me more money to have people on staff, I get all of the intangibles. I have people that can do what I need them to do. That's the first thing. Secondly, while you're making your decision, and I see you have a list of districts that have engaged in the alternative staffing, also take into consideration that it didn't work in Englewood, it's hasn't worked in Wayne, and it hasn't worked in Glenrock. I want you to keep all of that in mind while you're making your decisions.

Comm. Irving: Again, I just want to make this very clear. With all due respect to the folks sitting in front of me, it's not their decision to make. It is our decision to make. I respect the expertise of the BA and of the personnel department, but this is not their decision. It's ours. I just don't want to put in people's minds that these two folks who are really hard-working employees who do great work for this district are coming up with these really bad decisions. They're doing their job. They're doing what we pay them to do. They're doing what we ask them to do and they're bringing them to us so we can make the tough decisions so that folks like you can hold us accountable for it.

Comm. Martinez: I agree very much with the notion that Dr. Hodges mentioned. This is a double-edged sword no matter which way you slice it. Comm. Simmons did allude to the point that I wanted to make. In looking at the list that you provided of all the districts that are currently implementing this, I'm looking at the size of the districts. You're talking about a district with 1, 200 students, 4,000 students, 381 students, and 2,700 students. The largest district here that does this is a district that has 12,000 students. We're a district of 30,000 students. As Comm. Simmons alluded to, the human element can't be quantified in this. The cost benefits are one thing, but the human element is something that we have to take into serious consideration. These districts have nothing on us in the sense of pure numbers. We're servicing 30,000 kids. It's very hard to compare what they're doing there to what we need to get done here. But what you stated is correct, ultimately this is our decision to make and you're doing your job, you're doing it very well, and you're exploring all the alternatives that need to be explored. I felt that was important to say. This is very good information, but comparing these districts to our district doesn't do it justice.

Comm. Hodges: I actually hadn't seen that and thank you for pointing those numbers out. I will tell you that when I first arrived on this Board, this was a raging debate. You haven't seen anything until you start taking away people's jobs. Ms. Shafer was there for that. It wasn't simply that they just lost their job. It was the impact on the changes with the staff that came in afterwards and the discrepancies with the services that you received. That was a battle for quite some time. If I'm wrong, then you can tell me that I'm wrong, but that was a battle. The degree and the quality of the service was not the same. Looking at what we have to do and some of the challenges that we have to face in terms of the state and our evaluations as a district, I realize the danger with the fiscal

issue. I'm very cognizant of that. But there's an educational component and a service component, and there's also a community component that I cannot overlook. We have to see the numbers and it is prudent to see those numbers and work through these issues. But I'm telling you, beware of Trojan horses.

Ms. Murphy: I just want to say in response that I appreciate your questions and thank you for being open to hearing this tonight. In my earlier presentation, I think one of the things I failed to underline for all of you is that in HR, business, and special education our first priority is always the quality of staff that we have and that the service to our students is being met. That's really a huge part of this conversation. Besides the cost information that we want to request from these companies, it really is about their process. We need to see if they are indeed going to give us the level of staff that we have right now. We would never want to decrease services to any of our students and I want to assure you that that's definitely being taken into consideration and it's a huge piece of the conversations that we have had and continue to have. It's a huge piece of the requirements that we want to see from the companies that may or may not come into this process with information.

Comm. Teague: I'm not really an expert on the bidding process, but I'm almost certain that none of those companies are going to hire people out of Paterson.

Comm. Irving: Comm. Teague, that's not true. Just to be clear, you can put caveats in contracts where they have to hire a certain percentage and earmark it. You can do that and it's been done in contracts. That's why so many folks who work in security are our people, because we made that conversion and made sure that they had to at least get a certain percentage of Patersonians. So you can make that requirement.

Comm. Teague: But will the salary change and decrease?

Comm. Irving: We won't know until we go out to bid. Am I right?

Ms. Murphy: One of the requirements we are looking at is comparable salary and benefits.

Comm. Irving: Which action item is this under? Is it under finance or personnel?

Ms. Murphy: I believe it's under finance.

Comm. Irving: Dr. Hodges brings up a great point. While I personally am absolutely opposed to this whole notion of outsourcing, as Board members we have a responsibility to still be fiscally responsible. So, on some level we have to evaluate and just see exactly what the cost benefits are. I just think we have to. It's going to be something that I know the Governor's office will hammer us to no end on. Personally, I...(end of tape) (Beginning of new tape)...just so we're clear, there is no outsourcing of instructional aides or personal aides at this point in time. I just want to make sure we're on the same page. I don't know what else to say. I've said it like four times and they've said it.

PUBLIC COMMENTS

It was moved by Comm. Simmons, seconded by Comm. Martinez that the Public Comments portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.

Comm. Irving: I just want to remind all our speakers that we have a three-minute limit. Because of the volume of speakers that's going to bring us to about an hour and a half or so. So I'm going to ask everyone to be firm on the three minutes. When you hear the dial we're going to ask you to wrap up and be respectful to the folks who will be coming after you.

Mr. Charles Ferrer: Good evening, Charles Ferrer. First off the bat I'm just going to say, Comm. Irving, I heard you say that there's not going to be any outsourcing of the subs, PAs, and instructional aides. I didn't hear Dr. Evans say it. That's the key person because this Board can sit here and vote everything down and Dr. Evans can still put it through. So Dr. Evans, your employees need to hear that from you. I'm going to move right along. That's something as I walk away you can say to the employees. Dr. Evans, you said that we were bringing our special needs students back to Paterson to educate them here. Has this Board received a cost breakdown of the savings? Because if we're bringing them back that means we should not be spending as much money. So where is the cost savings breakdown for the Board and for the community to see on that? There's some money there. More importantly, I'm concerned when we're talking about the personal aides that I believe are part of a bargaining unit of the PEA. What conversation have you had with the PEA? If you had no conversation with them, Dr. Evans, that somewhat leads me to think maybe we're trying to do some union busting here. We figure we'll start on a small scale with the personal aides. I have some issues with that because when you're messing with this unit and this union there's proper protocol. When you fail to do that we might need to start discussing some things with attorneys because there might be some violations here. Let's be mindful, you ask us to respect you. Respect us. Let's move on. We're talking about we need 70 personal aides. If I'm correct, I believe in the funding formula it says if the district can show a need for additional money it's the state's job to give it to you. Let's understand this. Most people went into education because they were educated. Stop playing us like we're not. We read too. It's funny. You can't find the money for the 70 personal aides that you need or the subs, but we find money to buy new cars, to put up fences, and to get people who are coming in here from all over the place who haven't proven squat in this district. Our children have proven that they belong here and the people that are here have proven that they belong here and that they're dedicated and some of these personal aides might be parents of these children in this district. What are we talking about doing to them? Do you know what I remember? I remember Ms. Josephine Chambers talking about back in the 1960's when the Board wouldn't do what they were supposed to do the parents shut it down.

Ms. Toni Gennarelli: Good evening, I'm Toni Gennarelli, Corresponding Secretary of PEA. First of all, I hope I'm not hearing an implication here. This agenda here is a little different than what was on the website. On the website it says a vote may be taken. It doesn't say that on here. But on this agenda it says review and discussion of outsourcing of substitutes and personal aides. There was no one from the union or anybody else who went around and said this is a done deal. We had no idea what was going on here. However, the way it reads it darn well looks like some of those folks are going to lose their jobs. A little transparency could have been a little bit helpful here. If it was not the case as you have said tonight that this was not being voted on tonight it would have been nice if the folks in this room and the union had known about it. That's number one. Number two, you all have said a lot of things that I think we would have said tonight and I appreciate that. But let's just keep in mind something about privatization. The district privatized the custodial staff over 20 years ago and for 20 years we have seen our schools in a condition that in many cases is a disgrace. I must say at my school there has been an improvement in the past few years, but I don't think that everybody in this room would say the same thing. Do we want to go through that?

Do we want to go through 20 years of this kind of stuff? Let's just think about this for a minute. With the custodians you're dealing with buildings, dirty hallways, and things like this. Now you'd be dealing with children. You'd be dealing with the lives of the children. The people who work and live in the City of Paterson who are the personal aides have formed a bond with these students. They know the community. They know the students. They know what's going on. If you get somebody else from out of district you don't know where they're coming from. You know they're going to be paid less. In case of the substitutes and the personal aides, they're going to be paid less. Let's face it. If you're saying that you would be benefitting by \$3.5 million here it's got to cost you something. Therefore, we really do have to take a look at this absolutely because we know when this starts out it's just going to pick us off one by one. We can't have it and we really need to think about this and say no to it totally. Thank you.

Ms. Carol Pierce: Good evening, my name is Carol Pierce. I work for NJEA in Passaic County. I'm assigned to Paterson and have been for a number of years. As you are advocates for students and your constituency, I'm an advocate for public school employees who are advocates like you are for the students and the children. Like a game show you might hear something like "come on down" or "meet my millionaires." I want you to meet our highly skilled workforce who is instructional aides, personal aides, and whatever they're working in this district. You have the workforce. You can train another workforce. I want to talk about communications. When Mr. Irving mentioned that there was a call out to people that might have alarmed them it was the agenda that alarmed us and there was no communication between the district, the Board, and the PEA. So we need to have more conversations, just like Ms. Patterson talked about the conversations that are going on with the evaluations. We need more of that. Yes, we sit with you on an occasional basis, but it's not enough. You mentioned getting a company for substitutes. I also represent Wayne and you can look next door, which is right across the border, where they outsourced their substitutes. It turned out to be such a disaster that they fired them. It was in the paper. You have a Superintendent there, Dr. Ray Gonzales, who used to be an administrator in Paterson. I'm sure he will tell you the horror stories about what happened when folks who had no training or no relationship to where they were going behaved with the children. The other thing I think you have to ask is if these are folks who are going to be our training team for hiring on a longer basis you're currently paying them \$100. So what fully trained certificated teacher would work for less than \$100 because they have to and come here for less than \$100 when you're already paying \$100? I ask you to think about that. The Board actually said some very important things and we appreciate that and what Ms. Gennarelli said. I appreciate the time and I hope you will think very carefully about the ramifications of what will happen.

Comm. Irving: Thank you so much for coming. Thank you.

Ms. Marie Simeus: Good evening, my name is Marie Simeus. I'm the school nurse at School 5 in Paterson. I'm here to represent the aides in my building and the aides in the Paterson School District. The students depend on their personal aides. They have established a good rapport and a trusting relationship with them. There are times without the aide in the classroom when the teacher is not able to teach the lesson. Think of the kids. How will they feel without their aides in September? Think about it. Board members, please, the decision is clear and simple. We must vote to keep all the personal aides in the district in their current positions. No privatization. Please vote yes to keep things the way things are. No privatization. Hindsight is 20/20. We don't want to say "if we knew." In regards to continuity of care and services, our aides are already providing that. What continuity of care can an outside company provide that we cannot

provide? Once again, do what's right and if you do it in the best interest of the kids, you won't have to worry about it. You won't have to make any changes. Thank you.

Ms. Lenor Maine: I'm Lenor Maine. I'm assuming the other two people may have gone home. I work at STARS Academy, but I'm a resident of Paterson. I've been a resident for a long time and raised my children here. They are all adults now. I'm having a real problem with the fact that every time we want to do something we go outside of this city. It bothers me. It hardens my heart against the school system that I work for. We have more than enough educated people here in Paterson and we have more than enough educated people in the Board of Education that we should not have to hire someone to teach people to do what we already know how to do. Why don't we teach them? We know what we do. We do it quite well. If we didn't you would not be bringing these children back to us. To me there is no reason for you to pay a company when you can just look around this room, pick somebody, and they can train whoever else wants a job in this district taking care of the children that you're bringing back. I love my job. I love the children I work with. I'm having a really, really bad problem with the decisions that we make regarding our children. I know what special needs children need. I have one. I helped raise one. Any time you take things and make it so different for them from year to year it's just messing them up. We need to give them some kind of continuity and stop changing everything up every year. Everything that worked 20 years ago cannot be so bad because you're here. 20 and 30 years ago it worked for you. We don't have to change everything. We have enough people in this city that we can train whoever we need. I know we have enough people in this city looking for jobs because I talk to them every day. Thank you.

Ms. Belitza Callegari: Good evening, my name is Belitza Callegari and much of what I'm going to say has already been said. Although PAs and IAs are only a piece of the educational puzzle that you're dealing with it's a very complicated one. I just wrote three little points and they're very short. The difference between an IA and a PA is simply classification. In the classroom we're all teachers and just as responsible for our students' education as well as the personal safety of the child assigned to us and the other adults and children in the room. Two, outsourcing – you already answered it, but just in case. Outsourcing a position for financial reasons might be the right solution for administration. However, is it the right solution or even fair for our students and parents to deal with the additional stress that comes with training a new staff member or working with an unmotivated, less experienced, or even caring individual? These children need personal aides as well as instructional aides. You cannot eliminate any support staff and expect the rest of the professional staff to deliver the same kind of quality education that Paterson wants to be known for. Third, the majority of IAs and PAs and all that I know in this room right now either have more experience or degrees than can outsource any new company coming into our school to outsource us. I think we can do that by ourselves as the young lady before me said. We can back up our teachers during heavy deadlines without jeopardizing instruction. Will you be able to hire a new staff member that can maintain and outsource experience, patience, and simple care for our children? In closing, I would like to thank you for the opportunity for the job. However, I also would like for you to consider a program to transition these PAs and IAs into teaching positions instead of outsourcing us. Give us the resources to make the educational system simply the best, because that's what we are. We do have the resources. Use us. Believe in us. We believe in you, so back us up. Thank you.

Ms. Nathalee Fairmon: Good evening, my name is Nathalee Fairmon. I actually had a letter because that website alarmed a lot of us. Although I'm not a PA, I am an IA. If you outsource PAs now, what will you do to the IAs later? How much will it save this district if you do that? If you feel like it's so cost effective then what will happen in the

long run because once you start going with PAs and IAs, then you'll go to the secretaries and soon it will just become mechanical. I know you said you had the workers and they did research on this privatization. But did you check Philadelphia out? It didn't go over well in Philadelphia either. The only question I have for this Board is, if we cannot effectively negotiate a contract with the staff we have, how can we reach an agreement with a privatization company?

Ms. Laurice Richardson: Good evening everyone. I didn't write anything because it seems as if everyone has said everything that I had to say. But I would like to say that I know the Board is here to work with us and not against us. I really do feel that way, as well as human resources. They are here to work with us and with the staff. I have to say that personally human resources have always worked with me in any issues. I'm a personal aide and I'm born and raised in this town. I went to school here. I understand that from a business perspective this would be cost-effective. However, we have to look at people that live and work here that are in these positions. We are doing a wonderful job I have to say as IAs and PAs, and I just feel this would not be a really good decision for the people that are here right now. That's just what I have to say. Thank you.

Ms. Tiffany Sheppard: Good evening everyone. Most of what I wanted to say has already been said but I definitely would like to just express myself as a new PA. I was a substitute and I went above and beyond for our kids. I've been in Paterson for the last 11 years and I'm raising a daughter here. So I'm very passionate about our children. When I was a substitute, I did everything. The cliché with substitutes is we read newspapers. This was a substitute that didn't read newspapers. I did lesson plans. The administration knew about me and some people can vouch for me. Now that I'm a personal aide I'm taking it to the next level and I'm doing everything I can with our kids. To outsource from people who aren't going to live here, don't know our kids, don't love our kids, and could care less about our kids will go back to wherever they came from at the end of the day not thinking about our kids is just the wrong thing to do.

Ms. Lois Perez: Good evening. I can understand why the Board has to observe some of these policies and some of these vendors. I can understand that. That's your job. However, from the *Wayne Today* I just want to read one vendor. The contract for that vendor cost Wayne \$1.2 million. Let me read, "it's raised concerns because abusive and unethical behavior by substitute teachers." In Pines Lake two kindergarten boys were hit in the head. It's in the paper. Other complaints by parents and district teachers include substitutes unable to speak English with others texting and talking on cell phones when they should have been following lesson plans left by teachers. Other allegations include a substitute calling students in a learning disabled class stupid. As a self-contained teacher in Paterson at School 25 that got me very angry. A source familiar with the vendor in Wayne tells *Wayne Today* that a source for teacher sub working in another country was brought here and hired by their company had improper comments to a seven-year-old about clothing she was wearing. Reportedly that sub had a criminal record that was never picked up by the company. I know myself that 17 years ago when I applied for a substitute position here I had to go through the Spanish Inquisition – fingerprinted, criminal record, etc. I am now proudly a master in the art of teacher special education and I wouldn't leave this district for anything. I'm giving back what I got here. My other concern is we're putting out all this money, \$800,000, to Mike Miles. He flew away and sent his sister. I don't need to say anything else about that. They get \$7,500 a day and still no teacher contract. Are they accountable for our excellence? No, they're not. I ask the Board to vote against outsourcing. Put your money where it belongs. There's no better opportunity for this district than to reinvest in ourselves. Put the pride back in Paterson, stop thinking there's a better way, and look

into the hard work that your employees do. I thank you for your time. I thank you for your expression. But please, do the right thing. Thank you.

Ms. Kathleen Nelson-Moore: Hi. My name is Kathy Nelson-Moore and I'm a PA at School 7, but I also wear the hat of a parent. My son was diagnosed with autism. He's going to be 18 years old. Because of my son's diagnosis I left. I'm a state certified computer technician. I left what I was doing so I could come and learn about children with special needs. I did that and I'm a PA, so I wear both hats. My son has his PA. If you privatize he's not going to get what he needs to get. They matter. We all matter. So you have to come together and we all have to be one because we are one already. So I just say, follow the golden rule.

Ms. Stella Tripp: Good evening, Stella Tripp. I am a proud parent of the Paterson Public School System for my three children. I received a letter two days before school let out stating my son that is in a self-contained classroom is being shipped to another school without me coming here. Yes, it's my fault because I wasn't here when you guys decided or when Gloria Bodker decided to put this in action. I've been calling Dr. Evans for 21 days. I've been calling Eileen Shafer for 21 days. Nobody has returned my phone call but this one woman that made this mistake. That's it. You say you're here for the children. All I see is our children, our future, and you're not doing it. It's not working anymore. Either you guys are here for the children or you're here to collect a paycheck. That's what I feel. I don't see any of you ladies and gentlemen at my children's school during back-to-school night. You all can attend. One of you out of the group can attend a variety of schools. Nobody shows up until election time when they're standing in Dunkin' Donuts passing out cards to go and elect somebody else.

Comm. Irving: I did that. That was me.

Ms. Tripp: Yes, he did.

Comm. Irving: I just want you to know she's talking about me.

Ms. Tripp: I don't think this is an accurate position to be putting on the parents of Paterson because you guys have not looked into the longevity of this paper and what it states. You say you don't have money to give our children the proper education that they deserve. Yet, you shift them to a whole other school where their teachers are not going to know who they are and the nurse is certainly not going to know how to maintain them. Yes, there can be practice, drills, and the principals can update them on how to maintain medication like they're supposed to. But you're taking these children out of their comfort zone. Ones like my son who can't play gym and can't have any physical activity in school and for him to up and be uprooted from his school and have to go to a whole other school that's not going to abide by his abilities that he can't do anything but sit there when other children are doing recess, when other children are doing outside activities, my son won't be able to participate. I'm pretty sure my son is not the only one. I'm asking for answers because that's why I came down here tonight. God bless me, I will be here every time there's a Paterson Public School Board meeting. I will be here until you put a smile on my face or you tell me something else. Right now I will be here.

Ms. Glenda Okoro: Hi, my name is Glenda Okoro. I work at John F. Kennedy High School. I also work in the SET school. I'm here because I'm an instructional assistant, but in the past I was a parent coordinator. The district decided that they didn't want a parent coordinator who didn't have a college degree. I then got my college degree. I begged the district to take me back as an IA. As an IA, I got my college degree and

became an emergency certified teacher. The state took over and my emergency went out the door. So we're talking about a person with a college degree plus 38 college credits in special education. I am now working for the district 4 years without a raise. I still continue to do my job. I teach children to read who come to the high school and never learned to read before. I have other PAs here who could attest that these students are actually reading. This is from the grammar school. These are teachers who had them and I'm an IA. I don't think privatizing anyone to come into this district to represent our students in the IA, PA, or even substitutes because I did that too. When I lost my job as an emergency certified teacher I became a permanent substitute. I lost \$50,000. I continued to work dedicated to our students. I begged for my job again. I became an IA. I am still \$30,000 short, but I'm still here. I, Glenda Okoro, ask you and depend on you not to outsource us because we are valuable people in this district. My child who is a learning disabled student is out-of-district because I fought for her as a parent coordinator. Along with fighting for her the district paid for her transportation. The district paid the school to teach her. The district paid for anything that she needed. She had a laptop. I'm saying those 70 students coming back into the district the district paid for their education. The district provided their personal aides. Why do we need someone else to come in and pay them additional funds that we're already paying? I don't understand. The law says if the district sends a student out-of-district they must provide all services. We do that, so why do we need someone else to come in and retrain the staff that we have going out-of-district? In addition to me being a Patersonian, going to Eastside High School, and working with Eileen Shafer in a lot of the parent meetings where she used to come and do the drug coordinator program, I also worked as a state representative for the State of New Jersey as a parent liaison for all children with disabilities. I'm a very powerful person. I will take this to the Governor and explain to him with the Special Education Statewide Parent Advocacy Network how unjust this is because our children need people who care about them who have patience. Along with me are thousands of IAs and PAs in this room. They are so dedicated and you have to have patience with children. To get anyone from outside the district you have to train them to have love and we have love. For us to work four years as PAs and IAs with the cost of living going up without a raise we have to have love. We even have love for you or we would have come down here many a days.

Comm. Irving: Thank you so much, and we love you too. I mean it.

Mr. Gary Palamone: Good evening, I'm Gary Palamone. I'm a special education teacher autistic self-contained in School 2. I just want to say I support the IAs and PAs. Together with the teacher we are a team. I just want to bring up the new evaluation rubric. I have some concerns with it as a special education teacher. At first read I found it very generic and one size fits all. I'm not going to get into every criticism I have of it. I just want to bring up one. 1C, post-aligned lesson objectives and plans for demonstrations of learning. I'd like the Board to understand that I have five students on five different cognitive levels all with five separate IEPs. When I try to implement this you're talking five subjects a day, five different students, five different lesson objectives, and five different demonstrations of learning per class. To post that I would need a blackboard as big as that wall back there. So please understand for special education teachers and speaking for my colleagues as well, because we're really perplexed about certain aspects of this, in the rollout in September please understand special education teachers have just so many different challenges with our students. There's going to have to be a lot of amendments to it. Please understand where we're coming from with this. Thank you.

Mr. Daniel Abdullah: Good evening, I'm Daniel Abdullah. I'm at International. In the coming school year, 2013-2014, I think I'll be at Garrett Morgan. The point I'm getting at

is that a new evaluation is coming and I think it's good for the whole state. I have no argument with that in and of itself. This is going to be like a test year and we're all going to put our best foot forward. I needed some technology training so I could learn more how to use the Smart Board and that type of thing. I understand that when I signed up for the classes last week they were full. I got a chance to talk to Ms. Patterson and she said she's going to try to work something out so I can get the training. I understand the use of the technology is going to be part of the new evaluation and if I don't have that training... I understand she's going to try to do something so I have the training for the new technology. I understand everybody has got to be computer-savvy and I'm looking forward to that.

It was moved by Comm. Simmons, seconded by Comm. Martinez that the Public Comments portion of the meeting be closed. On roll call all members voted in the affirmative. The motion carried.

OTHER BUSINESS

Comm. Hodges: Mr. President, before you call for your motion to adjourn, I just want to make one last statement. I am a citizen of Paterson and I am very concerned about the needs of the staff. But you have to understand my primary responsibility is to address the needs of the students. I have to be informed about what happened in the past concerning the custodians and the security guards and my concerns about what the Governor plans in the future, but the bottom line here is we have to do what's in the best interests of all the children in this district. So be mindful of that. It may be 70 kids now, but I suspect there's a larger issue down the road. I just want to make that clear. Please understand that. That's our primary responsibility. Thank you, Mr. President, for giving me that opportunity.

Comm. Irving: Are there any other comments? I just want to thank everyone for coming out this evening and thank you for voicing your concerns. We appreciate you all being patient with us. Have a good night everyone.

It was moved by Comm. Simmons, seconded by Comm. Cleaves that the meeting be adjourned. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 9:30 p.m.